





## READING

Time: 45 minutes (20 points)

### Task 1

*For items 16–25, read the passage below and choose option A, B, C or D which best fits according to the text.*

### Kombat Kate

*James Stanton meets ‘Kombat Kate’ Waters, who trains theatre actors in how to ‘fight’ on stage.*

(1) There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you’ve just met! But I’m in one of those right now. I’m in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I’ve already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

(2) ‘Imagine there’s a tin can on my shoulder,’ she says. ‘Now try to knock it off.’ I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don’t miscalculate the angle and end up doing damage to her face. To my amazement, I get it right. ‘That was good,’ says Waters. ‘Now maybe try it again without smiling.’

(3) Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I’m meeting Waters, one actress friend responds: ‘She’s amazing. She taught me how to be a secret service agent in two days.’)

(4) Perhaps the most famous play Kate has worked on recently was called *Noises Off*. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close, Kate tells me, to the one we’re trying out now. ‘I’ve just slowed it down a bit,’ she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I watch her hit the wall before falling to the ground. She’s fine, of course. ‘That’s my party trick,’ she says with a grin. ‘Works every time.’

(5) Once the lesson is over Kate tells me how she became one of only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching it as a career, she was told about the register and the qualifications she’d need to be accepted onto it. It was no small order: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she’d never tried before.

(6) But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical

world. The play she's working on is Shakespeare's *Richard III*. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

(7) 'I try to get as much information as possible about what a fight would have been like in a particular period,' Kate explains. 'But because what I'm eventually doing is telling a dramatic story, not all of **it** is useful. The scene has to be exciting and do something for the audience.'

(8) Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

(9) In the rehearsal room, I can't resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs, 'Oh, I'd be awful,' she says. 'I only know how to fake it.' I can't help thinking, however, that she's just being rather modest with all the skills she had to master to make the Kombat Kate she is now.

**16.** In the first paragraph, the writer is aware of

- A) a critical attitude from Kate.
- B) the concern of the other actors.
- C) the need to reassure his/her readers.
- D) having been in a similar situation before.

**17.** How does the writer feel when Kate mentions the tin can?

- A) worried about hurting Kate
- B) relieved that Kate is just pretending
- C) concerned that it may injure his head
- D) convinced that he won't take it seriously enough

**18.** When Kate and the writer repeat the fight scene from *Noises Off*, we learn that

- A) the writer isn't sure of his instructions.
- B) Kate has adapted it slightly for the writer to try.
- C) the writer is initially unwilling to do it.
- D) Kate has to react quickly to a mistake the writer makes.

**19.** When did Kate start doing combat sports?

- A) at university
- B) from an early age
- C) after graduation
- D) at school

20. What does the phrase ‘no small order’ (Paragraph 5) tell us about stage combat?  
A) Kate knew she would love learning about it.  
B) It is something very few people ever perfect.  
C) Studying it required a lot of obedience and respect.  
D) Qualifying to teach it would be a long and difficult process.
21. What did Kate have to do to make a stage fight professional?  
A) graduate with honours  
B) work freelance  
C) get additional qualifications  
D) find a specialized course
22. What does the writer tell us about the sword fight in the play *Richard III*?  
A) Its details need to be made up.  
B) It’s a particularly challenging scene to do.  
C) Its action is conveyed through spoken words.  
D) It is widely agreed to be the most exciting of its kind.
23. What does ‘it’ refer to in Paragraph 7?  
A) information  
B) a fight  
C) a particular period  
D) a dramatic story
24. What is the stage fight like in the play?  
A) It looks like a dance.  
B) It involves the audience.  
C) It is all pretence.  
D) It is like a contact sport.
25. What does the author think about Kate in a real fight?  
A) She won’t face up to it.  
B) She’ll lose it hands down.  
C) She won’t start it.  
D) She’ll fight back for real.

## Task 2

*For items 26–35, read the passage below and choose which of the sentences A–K fit into the numbered gaps in the text. There is one extra sentence which does not fit in any of the gaps. Write the correct letter in boxes 26–35 on your answer sheet.*

In Shlisselburg, on the banks of the Neva, stands a modest memorial, in front of which lies a part of a railroad line. **26.** \_\_\_\_\_. This monument reminds us of one of the little-known pages from the history of the defense of Leningrad - the construction and operation of the railroad, which went down in history under two names: "The Road of Death" and "Victory Road".

**27.** \_\_\_\_\_. And on the same day, the State Defense Committee decided to start building a new railroad line from Shlisselburg station to the Polyana platform.

**28.** \_\_\_\_\_. In the winter of 1942 – 1943, due to the warm weather, it was not possible to set up an ice route through Lake Ladoga, and Leningrad could only rely on food reserves made in summer. **29.** \_\_\_\_\_.

To speed up the work, the track was built according to the most simplified technologies. **30.** \_\_\_\_\_.

The railroad was built in 17 days. **31.** \_\_\_\_\_. It is still unknown how many people died during its construction and operation. **32.** \_\_\_\_\_.

To commemorate this little-known feat of the Russian people on the eve of Victory Day, 2019 a military drama "The Corridor of Immortality" directed by Fyodor Popov was released. **33.** \_\_\_\_\_.

Viewers are shown a variety of characters: here are girls, yesterday's schoolgirls, talking about family and marriage under the roar of the German cannonade. **34.** \_\_\_\_\_. There's even a Spaniard who is building a road and trying to warm himself up in the harsh Russian winter. **35.** \_\_\_\_\_.

F. Popov believes that the history of the construction and operation of the railroad was perfect for a film to be based on. "Through personal stories, through the fate of people, we wanted to show the scale of this road," says the director.

<b>A)</b> For most of the way, the sleepers and rails were laid directly on the snow, without the laid earthen mound and ballast.
<b>B)</b> It was not by chance that the decision to build the road was made immediately after the breakthrough, when the offensive was not yet complete.
<b>C)</b> The film tells the story of the construction and maintenance of the Shlisselburg railroad.
<b>D)</b> The construction of 33 kilometers of railroad tracks was carried out under constant shelling.
<b>E)</b> To reduce the risk of collisions, blackout blinds were removed from the red lights of the tail signals of the trains. And at the brake site of the last car, two conductors were driving at once.
<b>F)</b> The prototypes of many of the characters of the picture are real people whose service on the Shlisselburg railroad was documented.
<b>G)</b> The inscription on the memorial reads that here, after breaking the blockade under the fire of the enemy, a railroad line was built that connected the besieged Leningrad with the rest of the country.
<b>H)</b> There is an elderly Georgian who asks to play “Suliko”, because it reminds him of home.
<b>I)</b> Therefore, opening a new land route was an emergency.
<b>J)</b> That is why among themselves the railroad workers called this path the “Corridor of death”, and not “Victory Road”, as in official documents.
<b>K)</b> Seventy six years ago, on January 18, 1943, the troops of the Volkhov and Leningrad fronts joined together, finally breaking through the blockade of Leningrad.

***Transfer your answers to the answer sheet!***

**USE OF ENGLISH**

**Time: 60 minutes (45 points)**

**Task 1. Items 36–50 (15 points)**

*For Questions 36–50, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct put a tick. If a line has a word which should **not** be there, write the word on your answer sheet. There are two examples at the beginning (0 and 00).*

*Example:*

<b>0</b>	<i>was</i>
<b>00</b>	<i>V</i>

**A HOMECOMING OF A DIFFERENT SORT**

<b>0</b>	I'll always remember the time Jeff told me about his family. His mother, a loving, caring woman, was the one who was held the family together.
<b>00</b>	His father, a successful physician, cold and stern in Jeff's words, had firm beliefs that a person would never make a valuable contribution to the world unless they graduated from college by the age of twenty-three.
<b>36</b>	His father had even paved the way for Jeff to attend the same college from which he graduated, and had offered to pay Jeff's entire tuition and living expenses.
<b>37</b>	Jeff's passion was skiing. When he finished high school he decided to decline from his father's offer and move to Colorado to work with a ski patrol.
<b>38</b>	With pain in his eyes Jeff told me so that he still remembered the day he told his father he was going to take a job at a ski resort instead of going to college.
<b>39</b>	"No son of mine is going to work on a ski patrol and not attend college!" came the words that still echoed in Jeff's mind. The two hadn't been spoken since that conversation.
<b>40</b>	Jeff was not even sure that his father knew he was back in the area where he grew up and he certainly didn't want his father to know he was attending college. He was doing this for himself, he said over and over, not for his father.
<b>41</b>	Janice, Jeff's sister, had always remained supportive of Jeff's decisions. She stayed in a contact with their father, but Jeff had made her promise that she would not share any information about his life with him.

42	Jeff’s graduation ceremony that year was on a hot, sunny day in June. As I walked around talking to people before the ceremony, I noticed an elderly man with a confused expression on his face.
43	“My daughter asked me to meet her at this address.” His eyes sparkled and smiled. “Maybe she completed her associate’s degree and wanted to surprise me!”
44	“By the way, my name’s Dr. Holstrom.” I froze for a second. Could this be the same as cold, stern man who demanded his son attend college or never enter his home again?
45	Soon the ceremony started. Dr. Holstrom seemed to be mistakenly looking up for his daughter amongst the graduates on the stage.
46	Jeff was the last person to cross the stage. We heard his name being announced, “Jeff Holstrom, magna cum laude.”
47	A lone figure stood up in the back of the audience — Dr. Holstrom. I’m not sure how Jeff even saw him in the crowd, but I could tell from their eyes met.
48	Dr. Holstrom opened his arms as if to embrace the air around him. He bowed his head almost as if to apologize.
49	For a moment it seemed as if time stood still, as if they were the only two in the auditorium. Jeff came down the stairs with tears in his eyes. “My father is here,” he whispered to me. I have smiled.
50	“What are you going to do?” I asked him. “Well,” he said. “I think I’m going home.”

**Task 2. Items 51–60 (10 points)**

*For items 51–60, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use from three to five words. The number of words is specified in the brackets. Do not use short forms. Please mind both grammar and spelling. There is an example at the beginning (0).*

**Example: 0.** The pool isn’t deep enough to swim in.

**too**

The pool \_\_\_\_\_ swim in. (4 words)

<b>0</b>	<b>is too shallow to</b>
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**51.** It’s possible Angela forgot about the concert.

**might**

Angela \_\_\_\_\_ about the concert. (3 words)

52. They had only half of the students they needed to make a basketball team.

**twice**

They needed \_\_\_\_\_ they had to make a basketball team. (5 words)

53. Marcus was upset that his friend had betrayed him.

**down**

Marcus was upset that his friend \_\_\_\_\_. (4 words)

54. I hope Dennis hasn't got a severe cold coming on.

**coming**

I hope he is \_\_\_\_\_ a severe cold. (4 words)

55. Ellen went to a specialist for an ear examination.

**ears**

Ellen \_\_\_\_\_ a specialist. (5 words)

56. After listening to all the singers they'll announce the results.

**once**

They'll announce the results \_\_\_\_\_ to all the singers. (4 words)

57. You haven't seen my nail file anywhere, have you?

**happen**

You don't \_\_\_\_\_ my nail file anywhere, do you? (4 words)

58. Unfortunately, I left my umbrella at home.

**regret**

I \_\_\_\_\_ at home. (4 words)

59. If you don't stop eating sugary products, you risk becoming ill.

**unless**

You could easily become ill \_\_\_\_\_ sugary products. (4 words)

60. According to Claire, she is a relation of mine.

**be**

Claire claims \_\_\_\_\_ me. (4 words)

**Task 3. Items 61–70 (10 points)**

*For items 61–70* read the text below. Use the word given in capitals at the end of each line to form a new word that fits in the space in the same line. There is an example at the beginning (0).

*Example:*

<b>0</b>	<i>seventh</i>
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**SO WHICH WILL IT BE? US OR HER?**

Jodie was the most popular girl in (0) ... grade. She set the style for the rest of our junior high school with clothes that looked like they came straight from a magazine.	<b>SEVEN</b>
All year I had hoped to be included in Jodie’s group – the popular crowd. When she invited me to her birthday party, she let me know I should feel (61) ... .	<b>HONOR</b>
After my mother dropped me off at Jodie’s party, I (62) ... that her parents weren’t even going to be home for the slumber party.	<b>COVERED</b>
I panicked and called my mom to pick me up early. It was a (63) ... to get home, because this popular crowd already seemed to know about smoking, drinking alcohol and skipping school.	<b>RELIEVE</b>
Yet part of me wanted to be like Jodie and her friends – cool and (64) ... with everyone, secure in their popular status, superior to the rest of the seventh-grade class.	<b>CONFIDE</b>
I might have hung around more with Jodie’s group had she not given me an ultimatum. She asked me to dump Marleigh who had been my best friend since fifth grade. Marleigh and I lived in the same (65) ..., both loved to read and were good students.	<b>NEIGHBOR</b>
I didn’t care that she wore glasses and had kinky-curly short hair instead of long, straight hair like the popular girls. We understood each other and she was the picture of (66) ... .	<b>LOYAL</b>
“So which will it be? Us or her?” Jodie said. “We look bad if you hang around with us and her. She’s a geek.” “Then I guess I’m a geek, too,” I said overcoming my (67) ..., “because Marleigh is my friend”.	<b>TIMID</b>
Jodie gasped as I turned away from her and “the group.” Surprisingly, the burning desire to be part of “her group” was gone (68) ... after.	<b>SHORT</b>
A few years later, Jodie and her friends were also gone – they had dropped out of school or moved to other cities. Marleigh remained a good friend through high school, college and into (69) ....	<b>ADULT</b>

And me? I realized that popularity wasn't worth changing who I was or giving up a (70) ... friend.	<b>FAITH</b>
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**Task 4. Items 71–80 (10 points)**

*For items 71–80, match the items 71–80 to the phenomena or sources A–N. There are some extra phenomena or sources which do not match.*

<b>71.</b> <i>Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.</i>	<b>A)</b> <i>The Declaration of Independence.</i> (Thomas Jefferson)
<b>72.</b> <i>The report of my death was an exaggeration.</i>	<b>B)</b> <i>The Bill of Rights</i> (James Madison)
<b>73.</b> <i>We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.</i>	<b>C)</b> Neil Armstrong
<b>74.</b> <i>Five score years ago, a great American, in whose symbolic shadow we stand, signed the Emancipation Proclamation. This momentous decree came as a great beacon of hope to millions of Negro slaves who had been seared in the flames of withering injustice.... But one hundred years later, we must face the tragic fact that the Negro is still not free.</i>	<b>D)</b> Charles Dickens
<b>75.</b> <i>We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.</i>	<b>E)</b> <i>I Have A Dream</i> (Martin Luther King, Jr)
<b>76.</b> <i>England and America are two countries separated by the same language.</i>	<b>F)</b> an amendment to the US Constitution which ordered the complete end of slavery
<b>77.</b> <i>One small step for a man, one giant step for mankind.</i>	<b>G)</b> <i>The Gettysburg Address</i> (A. Lincoln)
<b>78.</b> Redbrick universities	<b>H)</b> the Preamble to the United States Constitution
<b>79.</b> Ivy League universities	<b>I)</b> Mark Twain
<b>80.</b> Eton College	<b>J)</b> Bernard Shaw

	<b>K)</b> the first university in the British colonies of North America
	<b>L)</b> a group of eight old, distinguished US universities
	<b>M)</b> the British universities built in the late 19th or early 20th century, rather than older universities
	<b>N)</b> a public boarding school in the UK

***Transfer your answers to the answer sheet!***

**WRITING**

**Time: 60 minutes (20 points)**

Comment on the following quotation.

*Courage is resistance to fear, mastery of fear - not absence of fear*

*Mark Twain*

Write **200–250 words**.

**Use the following plan:**

- make an introduction, explaining how you understand the author’s point of view;
- express your personal opinion and give reasons to support it;
- give examples from literature or history to illustrate your reasons;
- make a conclusion restating your position.

***Transfer your writing to the answer sheet!***